

Assessment Director's Meeting

- MARCH 17, 2016
- 9:00-12:00



Information for the Webinar

- ADOBE link to the AD Meeting:
 - <http://connect.schools.utah.gov/aau/>

AGENDA

- Welcome & Future AD Meetings
- Legislative Updates and Inventory
- 2015-2016 SAGE Interim Participation
- SAGE Summative Testing Time Questions
- Utah Teacher SAGE Summative survey a report of Key findings
- AAPPL Information
- Data Exchange Updates
- DLM Updates
- ACCESS 2.0
- Peer Review Update
- Updates to the Data Gateway UGG Report
- Thank You



Welcome

- Future AD Meetings

<u>AD MEETINGS - Basement West (USOE)</u>		
<u>Date</u>	<u>Time</u>	<u>Location</u>
March 17, 2016	9:00-12:00	Basement West
April 21, 2016	9:00-12:00	Basement West
May 19, 2016	9:00-12:00	Basement West
June 16, 2016	9:00-12:00	Basement West



Legislative Updates

- HB164 S1: Requires the State Board of Education to make rules providing that scores on certain assessments may be considered in determining a student's academic grade or whether a student may advance to the next grade level; amends provisions related to a parent's or guardian's right to excuse a student from taking certain assessments; and amends other provisions related to student assessments. (Filed)
- HB200: Allows a district or charter school to waive the requirement that 11th graders take statewide SAGE testing. (Passed)
- HB201 S2: Places restrictions on the use of end-of-level assessment scores for the evaluation and compensation of certain employees; and makes technical and conforming changes. (Passed)
- HB358 S3: Enacts the Student Data Protection Act; defines terms; provides for student data protection governance at the state and local levels; enacts requirements for data protection and maintenance by state and local education entities and third-party contractors; enacts penalties; gives rulemaking authority; amends provisions related to student privacy; and enacts a requirement for notice given to a parent or guardian before a student is required to take a certain type of survey. (Passed)

Legislative Updates (cont.)



SB149 S2: Amends provisions related to assigning a letter grade to a school based on the proficiency, learning gains, or college and career readiness of the school's students. (Passed)

SB191: Amends definitions; clarifies that certain school turnaround actions may only be taken under certain circumstances; amends the date by which certain school turnaround actions shall be taken; specifies uses for School Turnaround and Leadership Development program funds; and makes technical and conforming changes. (Passed)

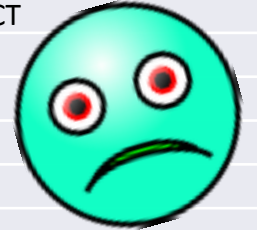
SB224: Requires the State Board of Education to apply for certain waivers and authorities from the federal government regarding student assessments; and under a certain circumstance, requires a student who is excused from taking certain student assessments to take an alternate assessment. (Filed)

Inventory – LEA Assessment Due end of February

Grade	Assessment	Population	Testing Window(s)	Required By:	Approximate % of Schools that Administer the Assessment	Administration Time per Student	Number of Administrations per School Year	Max Yearly Total Time by Hour
Kindergarten	Fall Kinder Assessments	All	Fall	LEA	100%	30-45 min	1	0.75
	Spring Kinder Assessment	All	Spring	School	50%	30-45 min	1	0.75
Total Time (Approx.)								1.5
Grade 1	DRA (Direct Reading Assessment)	Struggling Readers	Fall/Spring	LEA	100%	30-45 min	3	2.25
	AIMS	All	Full Year	School	100%	30-45 min	2	1.5
	Accuity							
	Illuminate							
	SRI (Scholastic Reading Inventory)					30-45 min	3	2.25
	End of Level ELA					30-45 min	1	0.75
	End of Level Math					30-45 min	1	0.75
Total Time (Approx.)								7.5
Grade 2	DRA (Direct Reading Assessment)		Fall/Spring			30-45 min	3	2.25
	AIMS		Full Year			30-45 min	5	1.5
	Accuity							
	Illuminate							
	SRI (Scholastic Reading Inventory)		Full Year			30-45 min	3	2.25
	End of Level ELA		Spring			30-45 min	1	0.75
	End of Level Math		Spring			30-45 min	1	0.75
Total Time (Approx.)								7.5



ALPINE DISTRICT
 BOX ELDER DISTRICT
 GARFIELD DISTRICT
 GRANITE DISTRICT
 NEBO DISTRICT
 NORTH SUMMIT DISTRICT
 SAN JUAN DISTRICT
 WEBER DISTRICT
 CANYON GROVE ACADEMY
 CANYON RIM ACADEMY
 CS LEWIS ACADEMY
 FREEDOM PREPARATORY ACADEMY
 GREENWOOD CHARTER SCHOOL
 HAWTHORN ACADEMY
 PROMONTORY SCHOOL
 QUEST ACADEMY
 SOUTH SANPETE
 JORDAN
 LOGAN



BEAVER DISTRICT
 CACHE DISTRICT
 CARBON DISTRICT
 DAGGETT DISTRICT
 DAVIS DISTRICT
 DUCHESNE DISTRICT
 EMERY DISTRICT
 GRAND DISTRICT
 IRON DISTRICT
 JUAB DISTRICT
 KANE DISTRICT
 MILLARD DISTRICT
 MORGAN DISTRICT
 NORTH SANPETE DISTRICT
 PARK CITY DISTRICT
 PIUTE DISTRICT
 RICH DISTRICT
 SEVIER DISTRICT
 SOUTH SUMMIT DISTRICT
 TINTIC DISTRICT
 TOOELE DISTRICT
 UINTAH DISTRICT
 OGDEN CITY DISTRICT
 PROVO DISTRICT
 MURRAY DISTRICT
 SALT LAKE DISTRICT
 WAYNE DISTRICT
 WASATCH DISTRICT
 CANYONS DISTRICT

Inventory – Charters

Assessment Due
end of February



ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)
AMERICAN INTERNATIONAL SCHOOL OF UTAH
AMERICAN LEADERSHIP ACADEMY
AMERICAN PREPARATORY ACADEMY - SALEM
AMERICAN PREPARATORY ACADEMY--LEA
ARISTOTLE ACADEMY
ASCENT ACADEMIES OF UTAH
ATHENIAN eACADEMY
BEAR RIVER CHARTER SCHOOL
BEEHIVE SCIENCE & TECHNOLOGY ACADEMY (BSTA)
CHANNING HALL
CITY ACADEMY
DAVINCI ACADEMY
DIXIE MONTESSORI ACADEMY
DUAL IMMERSION ACADEMY
EARLY LIGHT ACADEMY AT DAYBREAK
EAST HOLLYWOOD HIGH
EDITH BOWEN LABORATORY SCHOOL
ENDEAVOR HALL
ENTHEOS ACADEMY
ESPERANZA SCHOOL
EXCELSIOR ACADEMY
FAST FORWARD HIGH
GATEWAY PREPARATORY ACADEMY
GEORGE WASHINGTON ACADEMY
GOOD FOUNDATIONS ACADEMY
GUADALUPE SCHOOL
HIGHMARK CHARTER SCHOOL
INTECH COLLEGIATE HIGH SCHOOL
ITINERIS EARLY COLLEGE HIGH
JEFFERSON ACADEMY
JOHN HANCOCK CHARTER SCHOOL
KAIROS ACADEMY
KARL G MAESER PREPARATORY ACADEMY
LAKEVIEW ACADEMY
LEADERSHIP LEARNING ACADEMY
LEGACY PREPARATORY ACADEMY
LINCOLN ACADEMY
LUMEN SCHOLAR INSTITUTE
MANA ACADEMY CHARTER SCHOOL
MARIA MONTESSORI ACADEMY
MERIT COLLEGE PREPARATORY ACADEMY
MOAB CHARTER SCHOOL
MONTICELLO ACADEMY
MOUNTAIN HEIGHTS ACADEMY
MOUNTAIN WEST MONTESSORI ACADEMY
MOUNTAINVILLE ACADEMY
NAVIGATOR POINTE ACADEMY

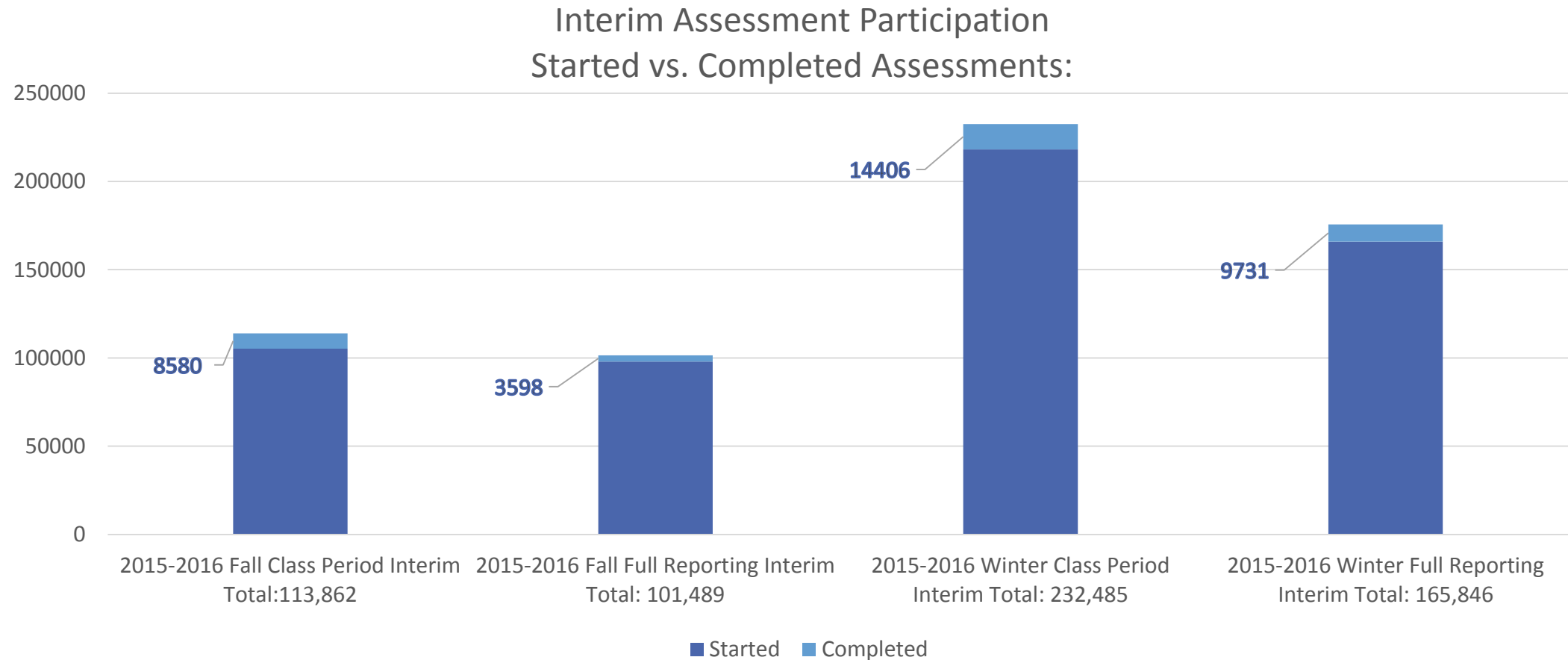
NOAH WEBSTER ACADEMY
NORTH DAVIS PREPARATORY ACADEMY
NORTH STAR ACADEMY
ODYSSEY CHARTER SCHOOL
OGDEN PREPARATORY ACADEMY
OPEN CLASSROOM
PACIFIC HERITAGE ACADEMY
PARADIGM HIGH SCHOOL
PINNACLE CANYON ACADEMY
PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS
PROVIDENCE HALL
RANCHES ACADEMY
REAGAN ACADEMY
RENAISSANCE ACADEMY
ROCKWELL CHARTER HIGH SCHOOL
ROOTS CHARTER HIGH SCHOOL
SALT LAKE ARTS ACADEMY
SALT LAKE CENTER FOR SCIENCE EDUCATION
SALT LAKE SCHOOL FOR THE PERFORMING ARTS
SCHOLAR ACADEMY
SOLDIER HOLLOW CHARTER SCHOOL
SPECTRUM ACADEMY
SUCCESS ACADEMY
SUMMIT ACADEMY
SUMMIT ACADEMY HIGH SCHOOL
SYRACUSE ARTS ACADEMY
TERRA ACADEMY
THOMAS EDISON - LEA
TIMPANOGOS ACADEMY
TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS
UINTAH RIVER HIGH
UTAH CAREER PATH HIGH SCHOOL
UTAH CONNECTIONS ACADEMY
UTAH COUNTY ACADEMY OF SCIENCE (UCAS)
UTAH INTERNATIONAL CHARTER SCHOOL
UTAH MILITARY ACADEMY
UTAH VIRTUAL ACADEMY
VALLEY ACADEMY
VANGUARD ACADEMY
VENTURE ACADEMY
VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND TECHNOLOGY
VOYAGE ACADEMY
WALDEN SCHOOL OF LIBERAL ARTS
WASATCH PEAK ACADEMY
WEBER STATE UNIVERSITY CHARTER ACADEMY
WEILENMANN SCHOOL OF DISCOVERY
WINTER SPORTS SCHOOL

2015-2016 SAGE Interim Participation

❖ JULIE QUINN



SAGE Interim Participation: Some Students Started, But Did Not Finish



SAGE Summative Testing Time Questions

❖ JULIE QUINN



SAGE FAQ: How Long Can Students Test?

Expected Test Times

Course	Test Administration	Most Students Should Be Finished	All Students Should Be Finished
Science	All	90 minutes	135 minutes
Math	All	90 minutes	135 minutes
ELA	Reading, Language, Listening	90 minutes	135 minutes
	Writing, First Prompt Opinion/Argument	60 minutes	90 minutes
	Writing, Second Prompt Informative/Explanatory	60 minutes	90 minutes

SAGE FAQ: How Long Can Students Keep Testing?

- ❖ What does the word “should” mean? The SAGE Test Administration Manual (TAM) states:
 - *The choice of the word “should” is to give the LEA assessment director discretion in the very, very small number of cases where an extenuating circumstance warrants a student to take more than 90 minutes per prompt or 135 minutes per science, math, or reading/language/listening test. Rather focusing on the word “should” in the chart, schools should follow the paragraphs in the TAM that surround the chart. Giving students more than the times listed in the chart may be considered inappropriate, depending on the direction provided by each AD for specific students and scenarios.*
 - See the “SAGE Testing Times Clarification” document posted near the SAGE TAMs at: <http://schools.utah.gov/assessment/SAGE.aspx>

SAGE FAQ: How Long Can Students Keep Testing?

❖ What about students with an IEP, 504 or EL plan with “extended testing time”?

- *Extended time typically applies to assessments that are timed. Where an IEP, 504 or EL team has allowed for “extended testing time,” the testing time outlined under “all students should be finished” is intended to provide “time and a half” as the extended time accommodation. Again, the assessment director may consult with the IEP, 504 or EL team to consider unique circumstances based on individual disability or factors. One factor that may be considered is how “extended time” is implemented for students during instruction and local assessment. For example, if a class is given 60 minutes to complete an “on demand” essay, how much time is the student with this accommodation provided and using to complete the essay?*

- See the “SAGE Testing Times Clarification” document posted near the SAGE TAMs at:
<http://schools.utah.gov/assessment/SAGE.aspx>

SAGE FAQ: How Long Can Students Keep Testing?

❖ So, is SAGE Summative a timed test?

- No time limit is enforced by the SAGE software. However:

As indicated above, it is inappropriate for an individual teacher to require or encourage specific students or an entire class to continue testing beyond the outlined expected times listed in the TAM. Doing so jeopardizes the validity of student responses given the purpose and design of the assessment.

Questions may be directed to the LEA's assessment director or the Utah State Office of Education's Assessment and Accountability or Special Education sections.

- See the "SAGE Testing Times Clarification" document posted near the SAGE TAMs at:
<http://schools.utah.gov/assessment/SAGE.aspx>



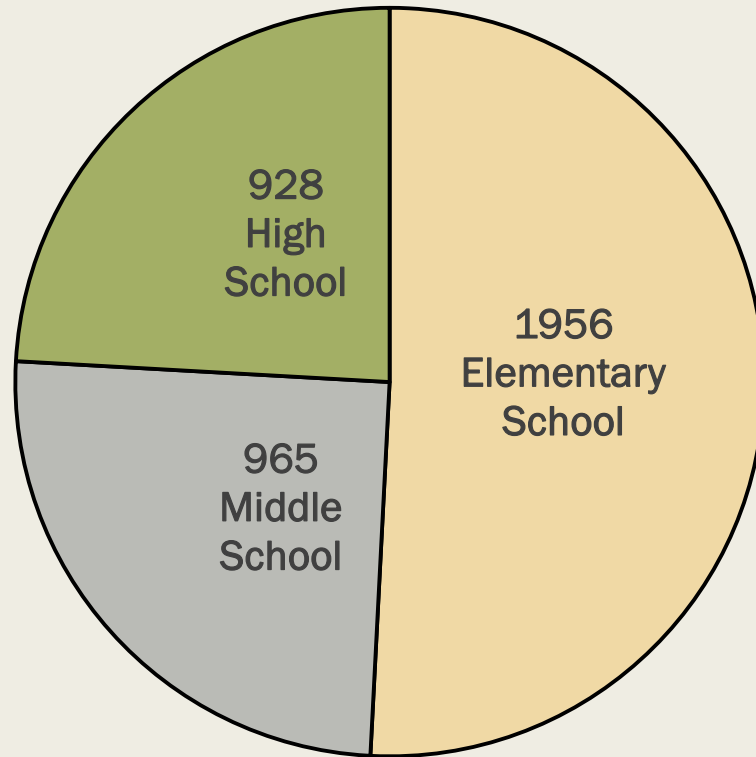
UTAH TEACHER SAGE SUMMATIVE SURVEY A REPORT OF KEY FINDINGS

**Prepared for
The Utah State Board of Education
Standards and Assessment Committee**

Report by
Charles Hausman Ph.D
External Evaluator

Companion PowerPoint, Jo Ellen Shaeffer, Ed. D.
Assessment and Accountability
Utah State Office of Education

UTAH TEACHER SAGE SUMMATIVE SURVEY
A REPORT OF KEY FINDINGS:



- 4,461 teachers that administered SAGE Summative assessments responded to the survey.
- The survey focused on:
- Teacher and school usage of SAGE Summative assessment
- General attitudes regarding the SAGE Summative assessment
- The administration of the assessment
- Recommendations for improvement of the assessment





How does your school use SAGE Summative results?

Most frequent ways schools used SAGE Summative results:

- *Determining if students are proficient in a content area*
- *Determining if students made growth from one year to the next in a content area*
- *Making comparisons to other schools were the three most frequent ways schools used SAGE Summative results.*

Least frequent ways schools used SAGE Summative results:

- *Determining which educational programs are working*
- *Informing the selection of professional development*
- *Informing student placement in classes and programs*

Take away: *Schools and Districts are not fully utilizing SAGE Summative results to evaluate and inform programs and professional learning opportunities.*





Teachers also were asked to describe their collaborative work with their colleagues to utilize SAGE Summative results:

My colleagues work in groups (grade level, departments, PLC's) to review SAGE Summative results



Teachers in our school work collaboratively to "progress monitor" student achievement



Our School staff uses SAGE Summative assessment results to identify student learning gaps that need to be addressed

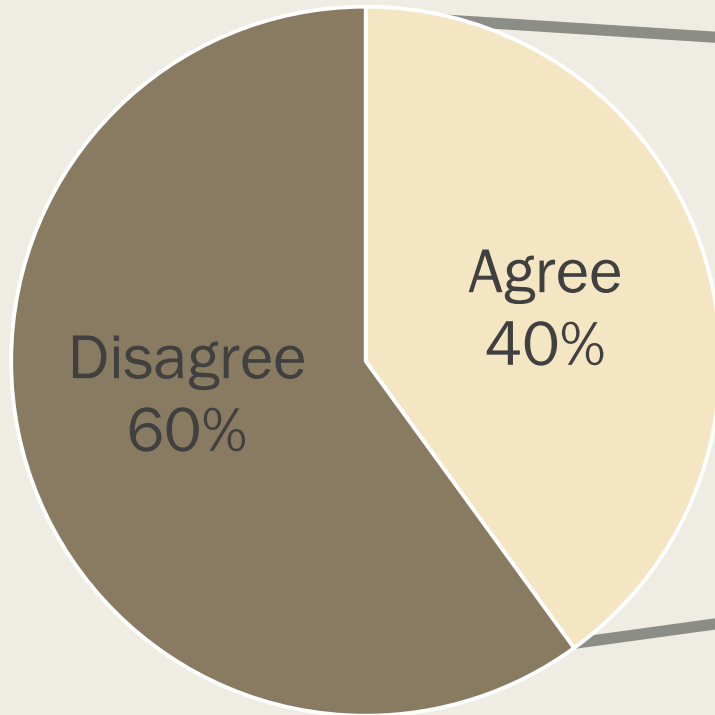


Teachers in our school use SAGE Summative assessment results to implement evidenced based instruction





Overall has SAGE Summative results helped my school to improve?



Correlations		
		Overall, SAGE Summative has helped my school improve.
Our school staff uses SAGE Summative results to identify student learning gaps that need to be addressed.	Sig. (2-tailed)	.589 .000 4391
Teachers in our school use SAGE Summative results to implement evidence-based instruction.	Sig. (2-tailed)	.629 .000 4396

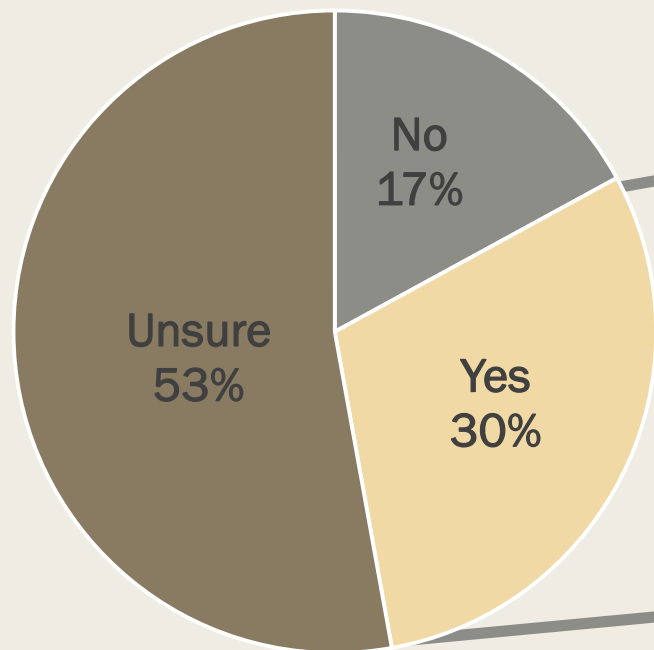
Take away:

Teachers that work in schools that utilize SAGE Summative in those two ways are significantly more likely to believe that SAGE Summative has helped their schools improve.

These are relatively high correlations that are statistically significant.



Based on the SAGE Summative results, did your school meet its goals?



For teachers who reported that their schools met goals:

Teachers in our school use SAGE Summative results to implement evidence-based instruction.

Strongly Agree/ Agree
72%

Disagree/ Strongly Disagree
26%

Our school staff uses SAGE Summative results to identify student learning gaps that need to be addressed.

Strongly Agree/ Agree
74%

Disagree/ Strongly Disagree
28%

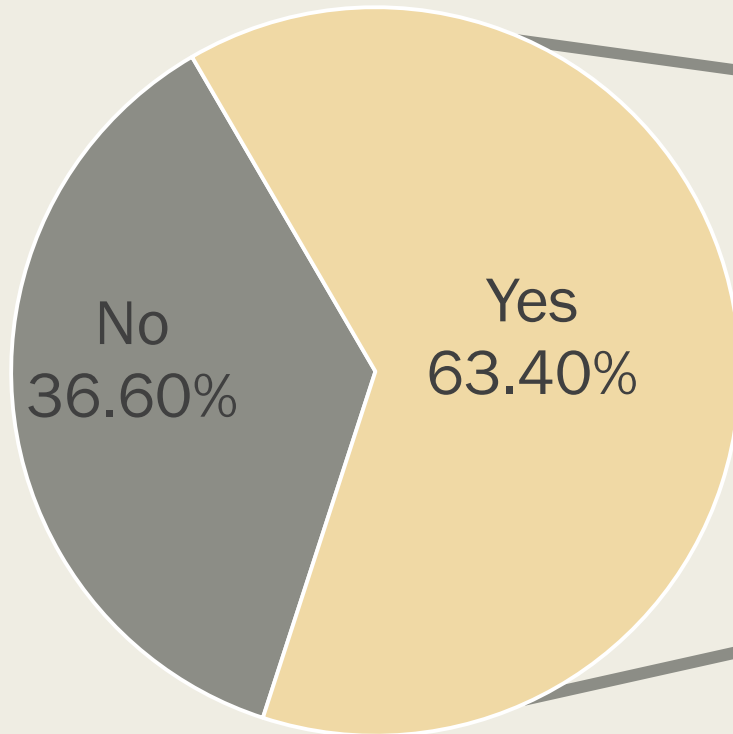
Take away: Teachers in schools that reported that their school met its goals also reported using SAGE Summative data expressed greater agreement that teachers use the results to “identify student learning gaps” and “implement evidence-based instruction”.

Take away: Do the schools really have measurable goals based on SAGE Summative results in their School Improvement Plans? If they do, why do almost one-half of the teachers not know if these goals were met? If they do not know if the goals have been met, how could the results be used to drive future school improvement?



Do individual teachers use prior year test scores?

I have reviewed my current (2016) student's prior year SAGE Summative score from the Spring 2015 administration.



Teachers agree with the following statements:

My students scores are one valid measure of teacher effectiveness

Strongly Agree/ Agree
78%

Disagree/ Strongly Disagree
22%

Student Score are an accurate measure of what my students have learned

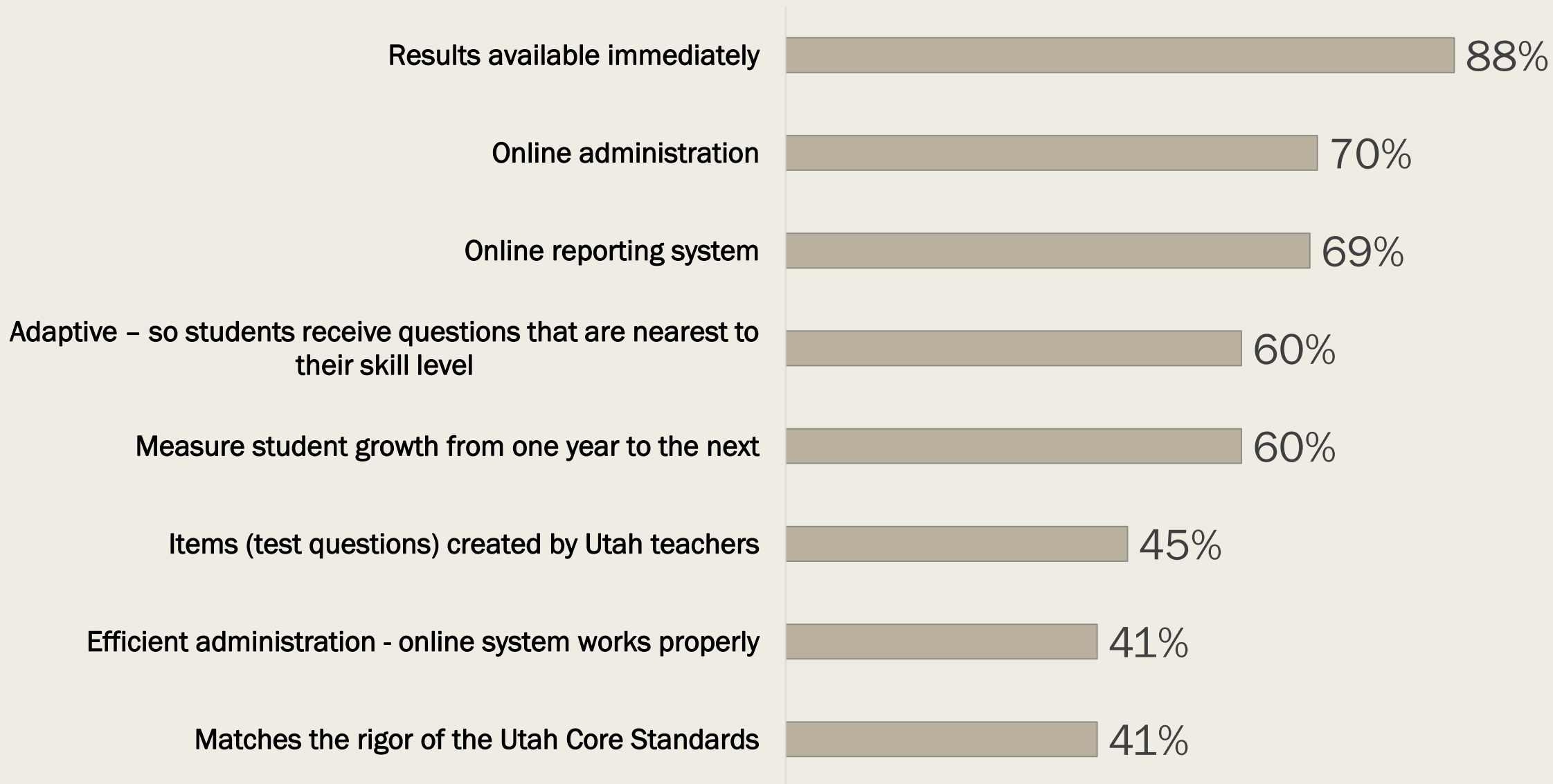
Strongly Agree/ Agree
84%

Disagree/ Strongly Disagree
16%

Take Away: *This is a lost opportunity to review data on the proficiency of their students at the beginning of the year. Possible explanations could include not valuing the data.*



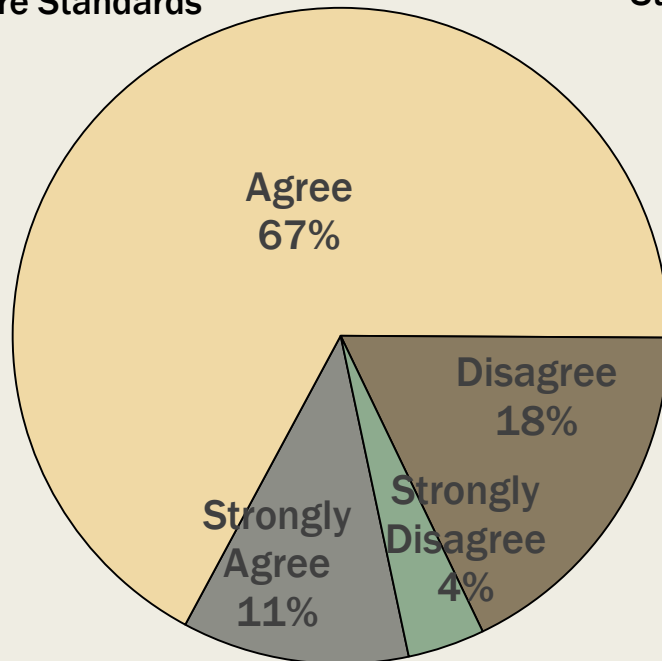
What characteristics of SAGE Summative assessment do you value?



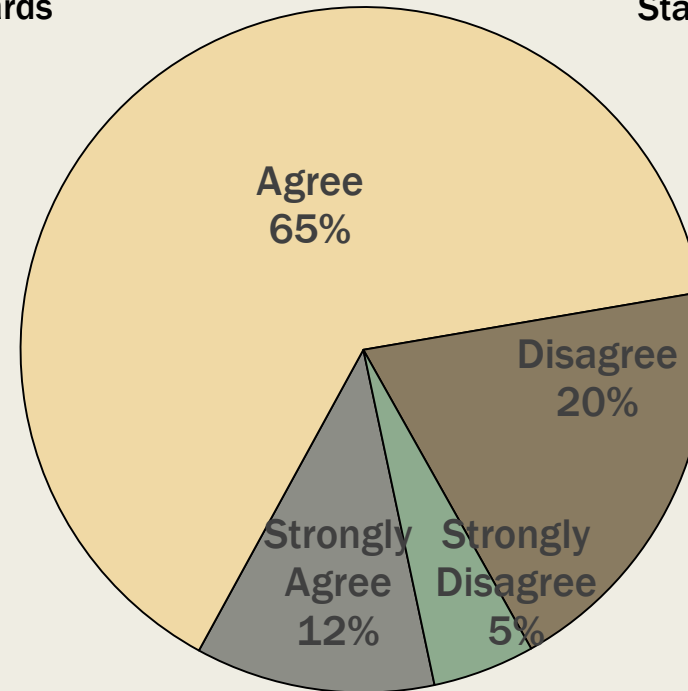


Do teachers perceive that the SAGE Summative assessment aligns to the Utah Core?

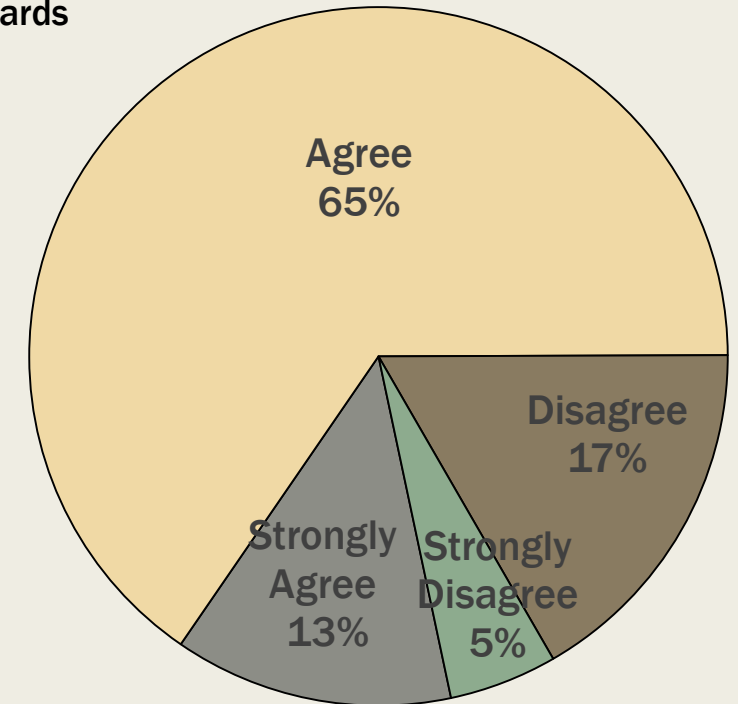
SAGE Summative assessment
ELA/Literacy: Perception of Alignment with
Utah Core Standards



SAGE Summative assessment Math:
Perception of Alignment with Utah Core
Standards

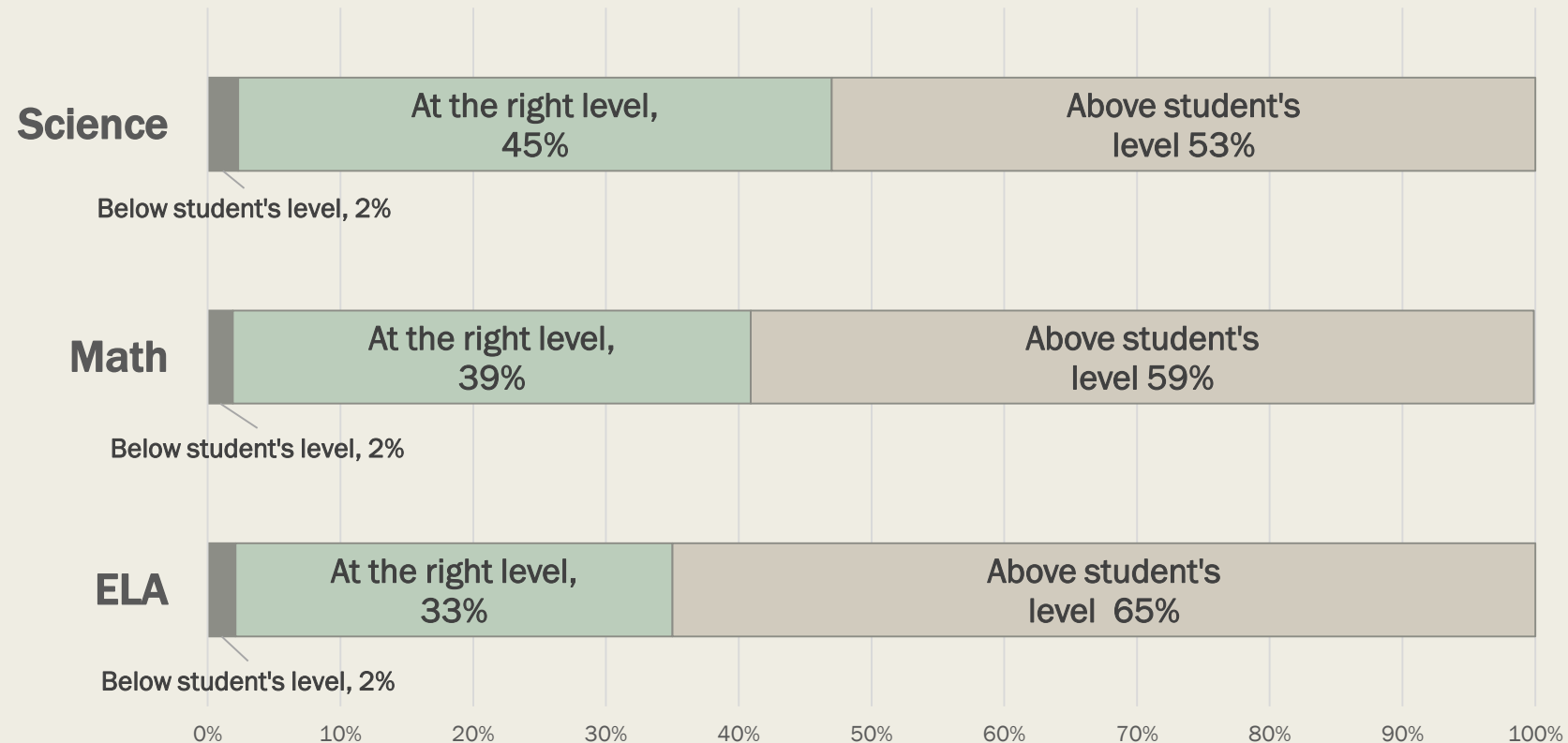


SAGE Summative assessment Science:
Perception of Alignment with Utah Core
Standards





Do teachers perceive that the SAGE Summative assessment assesses students at their level?

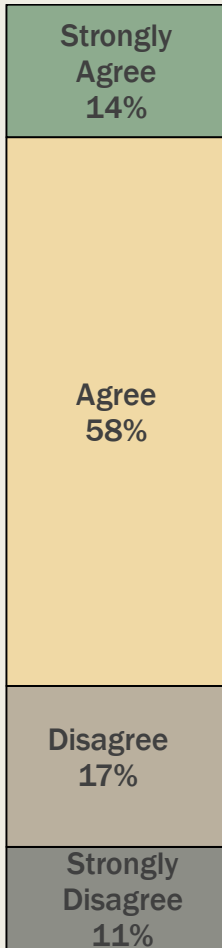


Take away: *If the assessments are aligned with the Utah Core Standards (78% agreement) but do not reflect teacher instruction in the content areas they assess (57.6% disagreement) whether or not teachers are teaching the Utah Core Standards with enough rigor or whether the students' current abilities are at grade level warrants discussion.*



Perceptions of expectations and effects of SAGE Summative assessment

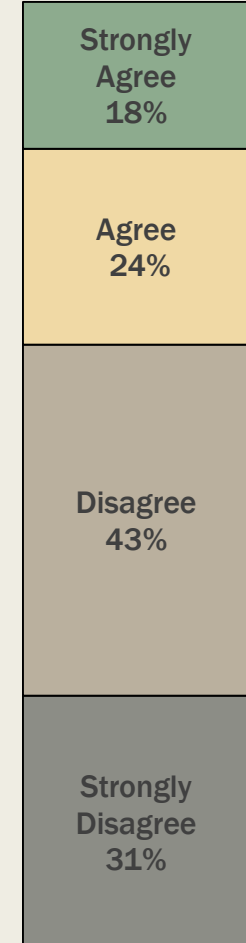
SAGE Summative assessment embodies high expectation for students



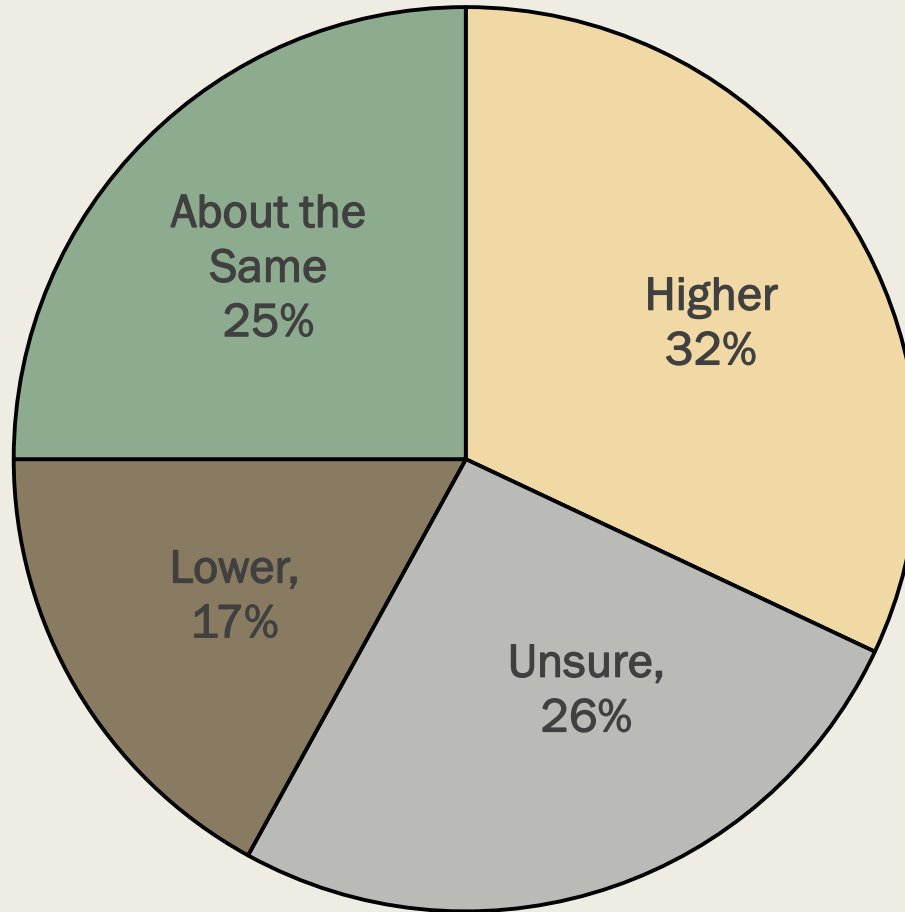
Take away: Teachers agree that the assessments are aligned with the Utah Core Standards and embody high expectations for students but disagree that it has a positive effect on student learning. The following conclusions should be considered:

- Results are the belief that the expectations embodied in SAGE Summative are too high.
- Teachers are not using the results of SAGE Summative to inform instructional changes.
- Teachers need more training to teach higher complexity skills required by the new Utah core standards.

SAGE Summative assessment has had a positive effect on student learning



? How do teachers view the quality of SAGE Summative compared to previous CRTs?



Take Away: Teachers were almost twice as likely to rate the quality of SAGE Summative as higher (32.2%) than lower (17%) compared to the previous CRTs.



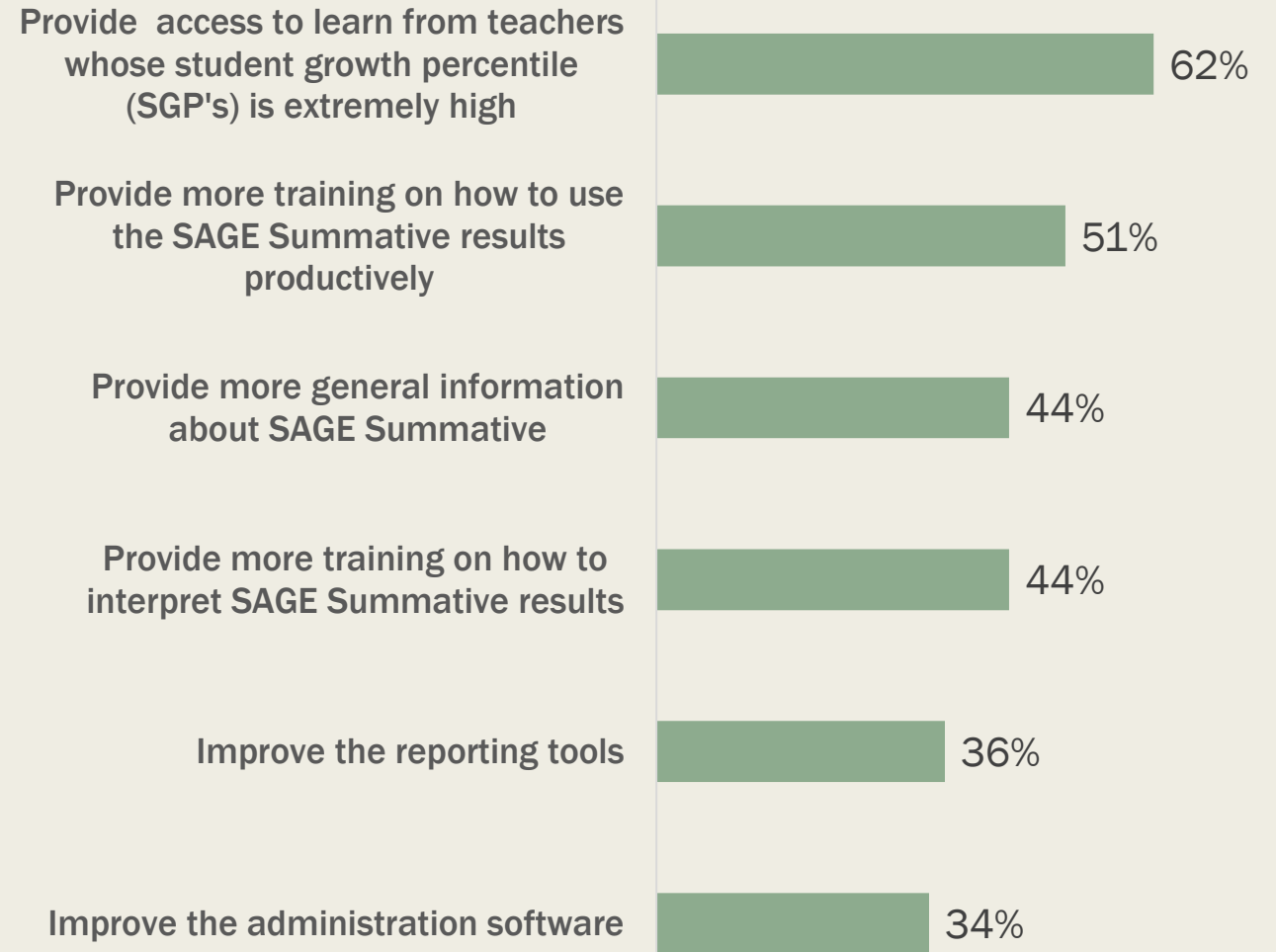
What improvements would teachers make to the SAGE Summative assessment ?

Take away: Teacher recommendations are not improvements to the actual assessment but rather recommendations on how to help teachers utilize the results better and learn from their peers who have produced high student growth rates.

- This is further evidence of the additional need for professional development for teachers on how to interpret and use SAGE results.
 - Assessment to Achievement provided PL for 45 schools in 2015-16 and additional 45 for 2016-17
 - Additional PL was provided for 279 administrators around data and accountability in 2015-16.

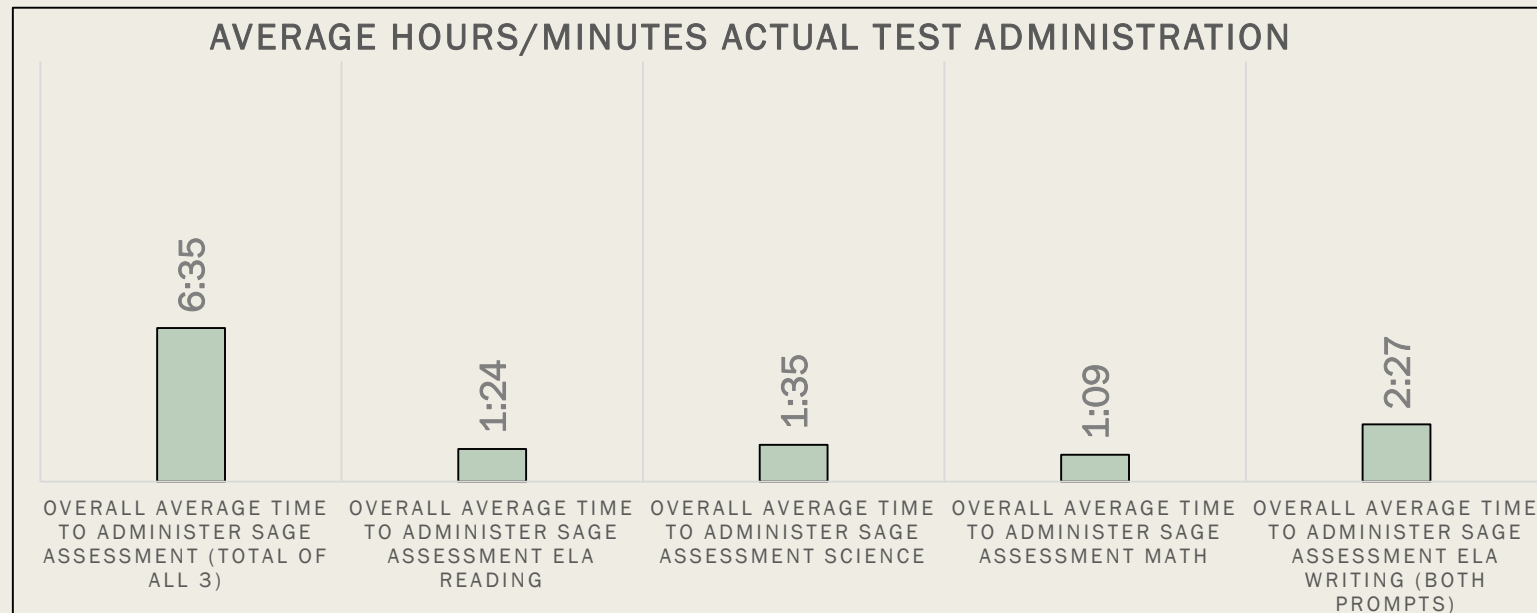
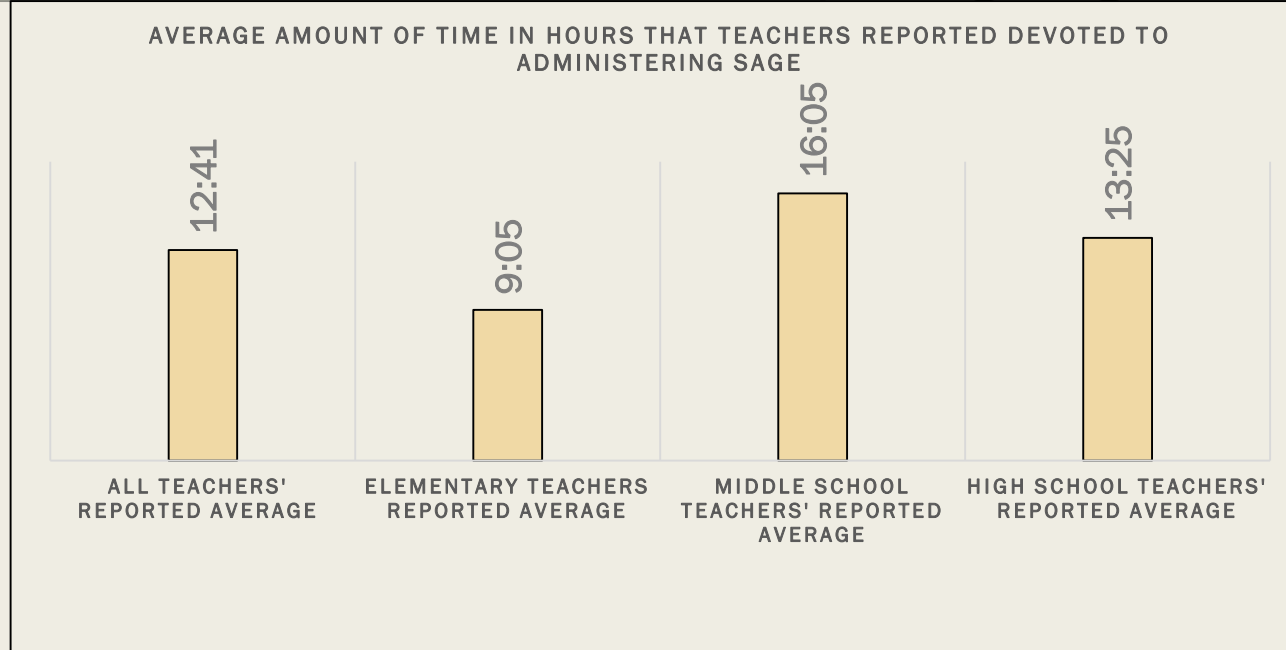
Biggest take-away from the entire report: *There is a critical need for teachers to understand what SAGE Summative means for their students and their instruction.*

Improvements to SAGE Summative that would assist teachers:





How much time do teachers spend giving the SAGE Summative assessment?

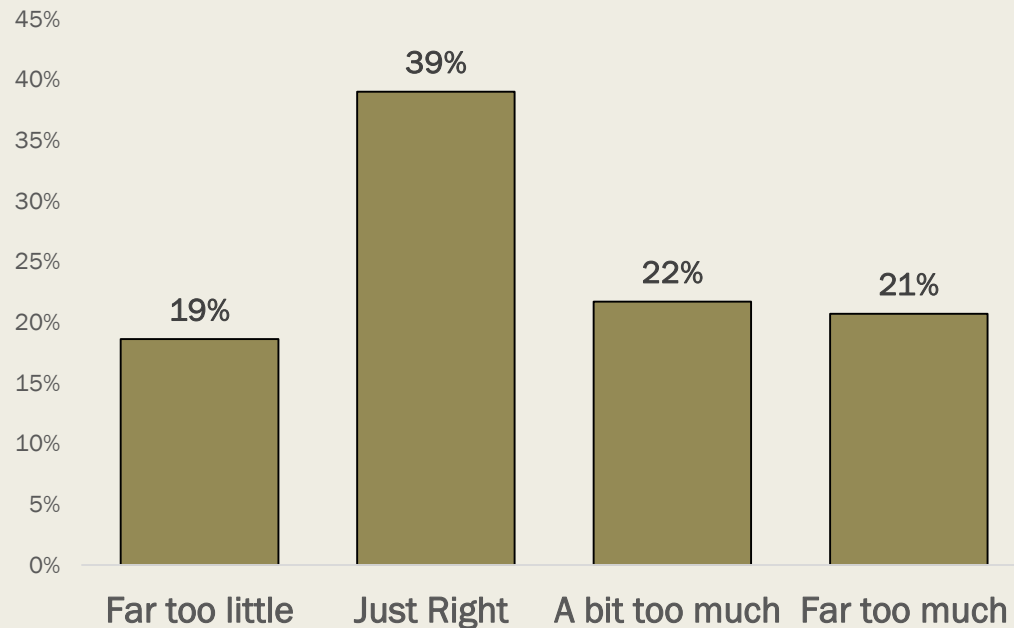


Take away: The average amount of time in hours that teachers reported devoted to test administration were far greater than the actual average assessment time. There were outliers of teachers reporting (1-90 hours). The *median value* was 9 hours.

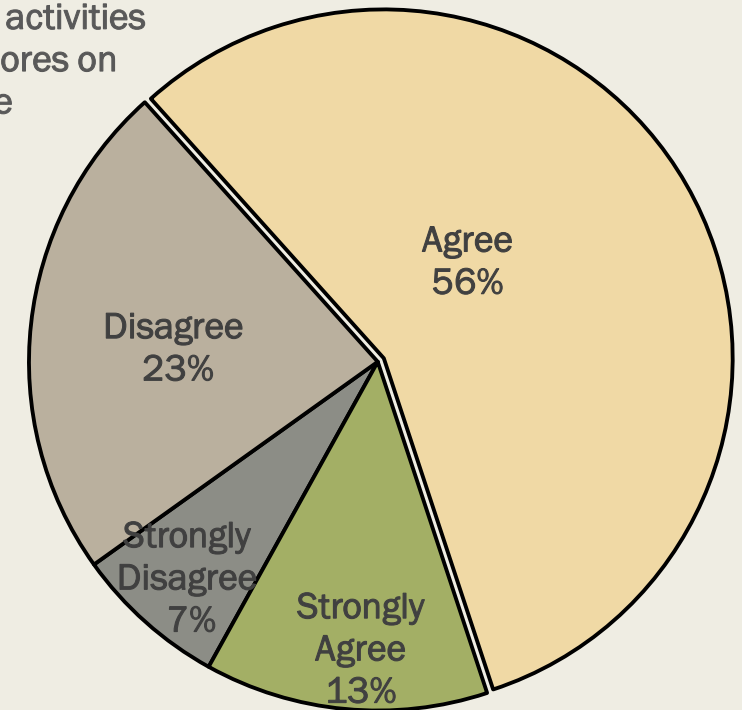
- *Do teachers let some students have excessive time?*
- *Computer lab and availability could be issues.*
- *How do teacher perceptions influence total administration?*

? How much time do teachers spend preparing to give the SAGE Summative assessment ?

Teacher perception of time spent in student preparation for SAGE Summative



Test preparation activities lead to higher scores on SAGE Summative

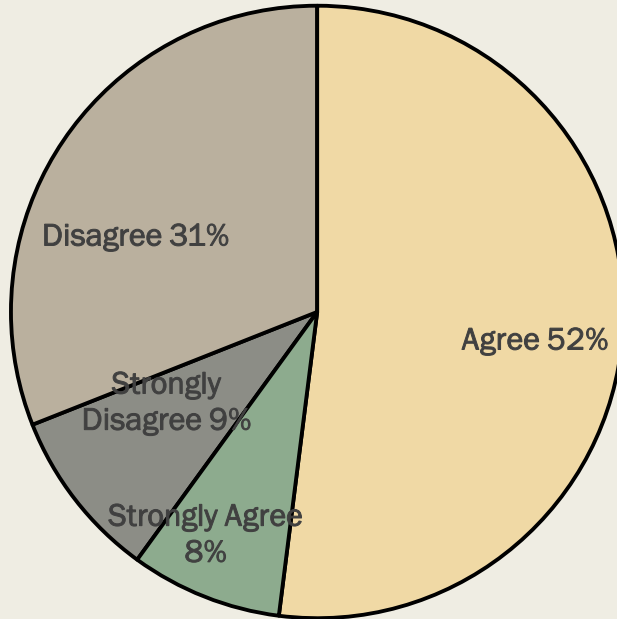


Take away:

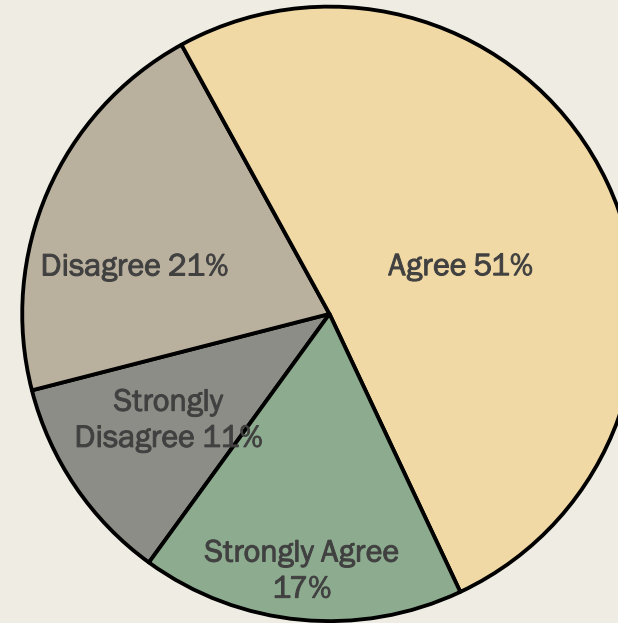
Low levels of concern regarding the amount of time spent on test preparation could be due to 70.3% of teachers who “strongly agreed” or “agreed” that “Test preparation activities lead to higher test scores” which appears to justify the time spent on preparation.

Do teachers who use the data feel like longer preparation is warranted compared to teachers who don't use the data?

The school in which I work provides quality training on SAGE Summative administration.



Our school has sufficient technology to administer SAGE Summative assessment.



Take away:

- *Quality of training appears to be diluted as it filters down to those responsible for training classroom teachers.*
- *Improving the software/tools may help the user experience, however the take-away here is that 30%+ of teachers don't feel like there's enough technology. Ongoing technology funding is severely needed.*



Summary:



- Recommendations are not improvements to the actual assessment but rather recommendations on how to help teachers utilize the results better and learn from their peers.
- Collectively, these recommendations would likely increase the agreement levels of responses
 - *“I use SAGE Summative results to inform my instruction.”*
 - *“SAGE Summative results are one valid measure of my own teaching effectiveness.”*
 - *“I have reviewed my previous year’s SAGE Summative scores.”*
- Better understanding the SAGE Summative assessment is critical. Teachers fully understanding SAGE Summative results is also crucial. Additional professional development for teachers on how to interpret and use SAGE Summative results could and should be implemented to inform and improve instruction.
- Opportunities for teachers to learn from highly effective peers should be provided.
- Quality training and sufficient technology in schools continues to be an essential need.

AAPPL is coming to the Assessment Department in the Fall of 2016.

March-June

July-September

October

Securing Contracts

Implementation

Fall Administration

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is unlike any other assessment. AAPPL Measure addresses the [World-Readiness Standards for Learning Languages](#) and uses today's communication media in which test takers perform tasks such as participating in a virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability.

The AAPPL Measure is available in Arabic, Chinese, French, German, Portuguese, Russian, Spanish and ESL. more information. For more about ACTFL, go to www.actfl.org.

AAPPL Information

❖ GREGG ROBERTS



Rationale for AAPPL Testing Window Adjustment

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is a performance-based assessment of standards-based language learning aligned to the Utah World Language Core. It is required for Dual Language Immersion students in grades 3-9.

Here are key reasons for an adjusting the AAPPL testing window to fall:

- Reduces the amount of testing being conducted in the spring;
- Gathering results in the fall will allow teachers to use the data to inform their instruction for further developing students' language proficiency;
- Prevents AAPPL testing from being used for teacher evaluation purposes;
- Minimizes time spent preparing students for the assessment;
- Improves target language teachers' ability to support preparing students to demonstrate their knowledge of the core in the spring;
- Allows for earlier identification of 3rd grade students struggling in language development
- Provides an indicator for which 9th grade students are more likely to be ready to take the AP Language and Culture test
- Quicker turnaround on scores—received in November

School Comparison Update

❖ AARON BROUGH

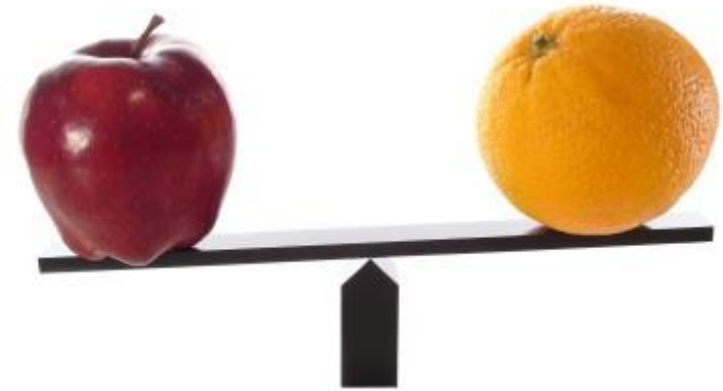


Review School Comparison

❖ 5 Volunteers Needed!

❖ Contact: Aaron Brough - Data & Statistics

aaron.brough@schools.utah.gov and/or (801) 538-7922



Data Exchange Updates

❖ DAVID SALLAY



EL status and TIDE

❖ Last year, two participation codes were used to mark EL students who were not required to test:

- 103: EL First Year in US April 15th or Later
- 104: EL First Year in US Before April 15th

❖ This year, these codes are no longer being used. USOE is setting the student's status before sending to TIDE based on the values in the Limited English and First US Enrollment fields from UTREx.

ELL status and TIDE

- ❖ Students in TIDE will have one of three statuses under ELL depending on the values in UTREx:
 - **A – After April 15:** ELL status = F, O, or Y. First Enrolled in US on or after April 15th of the current school year.
 - **B – Before April 15:** ELL status = F, O, or Y. First Enrolled in US before April 15th of current school year and after April 15th of previous school year.
 - **N – Not ELL:** ELL status is not F, O, or Y, or First Enrolled in US before April 15th of previous school year.

ELL status and TIDE

❖ The chart below shows which tests are expected based on the ELL status.

ELL status	ELA	Math	Science
A	No	No	No
B	No	Yes	Yes
N	Yes	Yes	Yes

❖ Note that students who are **not** expected to test may still test. They will appear as having a pseudo-dual enrollment. Expected tests will appear under your district, while the other tests will appear under LEA 00.

1% status and TIDE

- ❖ Last year, the 105 UAA participation code was used to exclude a 1% student from TIDE.
- ❖ This year, we have also been applying this code beforehand based on data from UTREx. 1% students are sent to DLM.
- ❖ Since Feb 18, USOE has been sending 1% students to TIDE and Utah Compose, but without SAGE Summative-triggering core codes. **This will allow 1% students to use SAGE Formative or Utah Compose only.**
- ❖ 1% students are still expected to take DLM and UAA as their summative assessments.

DLM Data Lockdown

- ❖ DLM has initiated a “data lockdown,” which makes it so USOE cannot directly upload data from UTREx into KITE. This will be in effect until next August.
- ❖ USOE will continue to send data from UTREx **once a week** using the new data exchange process. Changes may not appear in the KITE system for 5 to 7 business days.
- ❖ ADs and LEA Special Education personnel are still encouraged to coordinate with David Sallay (david.sallay@schools.utah.gov) to process UTREx overrides and ensure data quality.

UAA for 2015-2016

- ❖ We will be populating spreadsheets based on UTREx data and sending them to LEAs via MOVEit on April 21st.
- ❖ Any changes that occur in enrollment will have to be added to the spreadsheet. We will present more detailed business rules regarding how incorrect or missing data will be handled for accountability purposes.
- ❖ We will begin contacting LEA's roughly a week prior to the closing of your testing window regarding returning the spreadsheets over MOVEit.
 - All LEAs need to make sure they have access to their UAA folder.

DLM Updates

❖ TRACY GOOLEY



DLM Updates

- SPRING TESTING WINDOW IS: MARCH 21, 2016 THROUGH JUNE 17, 2016
- INDIVIDUAL STUDENT TEST REPORTS ARE NOW AVAILABLE:

❖ The report shows what level the student was tested at for each EE.

Tells if the student attempted the testlet or mastered the testlet.

Teachers can use to help guide instruction between testing periods.

To view the Student Report, follow these steps:

1. Click **Reports**.



2. Under Alternate Assessments, click **Student**.



DLM SPECIAL CIRCUMSTANCES CODES ARE AVAILABLE FOR THE SPRING WINDOW

- The Special Circumstances fields are located on the same screen where an educator finds the Test Information Pages (TIPs): the test session browser under Test Management. The fields are visible only to the BTC, DTC, or SAA. ***A teacher will neither be able to enter a code nor see the Special Circumstances Code fields.***
- The BTC, DTC, or SAA selects the code in the dropdown menu, then at the bottom right of the screen, a SAVE button is located. **Once the code is selected and is saved, the code CANNOT be changed this year.**

Text Label in EP Special Circumstance Dropdown	CEDS Code	Utah's Label/Title for the Special Circumstances Code.	Utah's definitions for cross-reference.
Medical Waiver	03454	Excused for medical emergency	Student was unable to take or complete the test because of an unanticipated medical circumstance.
Chronic Absences	13813	Absent - Did Not Test	Student did not attend school during the test administration period and was not able to make up the test.
Student Took This Grade Level Assessment Last Year	13816	Test has already been taken	Student took the test during a previous administration and therefore is not required to take it again.
Parent Refusal	13820	Parental Exclusion	Parent or legal guardian requested that the student not take the test, or student aged 18 or older at time of testing refused to take the test. The student is excluded from the denominator of the Grading Utah Schools (GUS) accountability system participation rate and their score is not loaded into the staging database.

Table 1—Accommodations, Modification, Resources

	SAGE Summative	DIBELS	ACCESS for ELLs/W-APT	NAEP	ACT, ASVAB, EXPLORE, PLAN
Alternate location	Allowed	Allowed	Allowed	Allowed	Contact LEA Accommodations Coordinator
Assistive communication devices	Allowed	Allowed	Allowed	Not Allowed	
Audio amplification	Allowed	Allowed	Allowed	Allowed	
Breaks	Allowed	Allowed	Allowed	Allowed	
Calculation devices and computation tables	Embedded	N/A	N/A	Provided if applicable	
Change order of activities	Allowed	Allowed	Listening must be administered first	Not allowed	
Color adjustments	Embedded	Allowed	Allowed	Allowed	
Descriptive audio	Embedded—must be marked in KITE	N/A	N/A	Allowed	
*Directions—oral translation	Allowed for EL	Allowed for EL	Allowed for EL	Allowed for EL	
*Directions—reread	Embedded as a text-to-speech	Allowed for some subtests—see DIBELS guidelines	Allowed	Allowed	
*Directions—signed	Allowed with certified interpreter	Allowed with certified interpreter	Allowed with certified interpreter	Allowed accommodation	
Environment change	Allowed	Allowed	Allowed	Allowed	
Extended time	Allowed	Some subtests timed	Allowed	Allowed accommodation	
Graphic organizer	Not allowed	N/A	N/A	Allowed	
Highlight	Embedded	Not allowed	Not allowed	Allowed	
Human reader	Not allowed	Not allowed	Allowed for directions and listening passages	Allowed accommodation	
Magnification	Embedded	Allowed	Allowed	Allowed	
Minimize distractions	Allowed	Allowed	Allowed	Allowed	
Blank scratch paper and graph paper	Allowed	N/A	Allowed	Embedded	
Spell check	Embedded	N/A	Not allowed	Available on CBA; not available on paper test	
Strikethrough	Embedded	Not allowed	Not allowed	Allowed	
Text-to-speech	Embedded	N/A	N/A	Embedded	

*Directions are only non-item content that appears at the beginning of the test or between testing sessions. It does not refer to "directions," meaning the item's stem, directions for answering a specific question, etc.

Table 2—Accommodations

Accommodation	SAGE Summative	DIBELS	ACCESS for ELLs/W-APT	NAEP	DLM UAA	ACT, ASVAB, EXPLORE, PLAN
Braille/tactile graphics for students who are blind	Allowed	Allowed	Allowed	Allowed	Depends on the needs of the student	Contact LEA Accommodations Coordinator
Calculation device and computation table	6 th grade—handheld allowed during calculator section	N/A	N/A	Allowed on calculator section		
Large print paper	Allowed	Allowed	Order from USOE	Allowed		
Scribe	Allowed—notify USOE	N/A	N/A	Allowed		
Sign language	Allowed only on items or content when TTS is available	Use alternate assessment	Allowed for directions/listening passages. Interpreter must be ASL certified	Allowed		
Standard size paper	Allowed	Allowed	Allowed—order from vendor	Allowed		
Visual representation	Allowed	N/A	N/A	N/A		

SAGE Accommodations

❖ SAGE accommodations are in the Accommodations Policy on page 25.

If any of these **Allowed** accommodations are used, be sure to mark **Accommodated** under the special codes in TIDE.

Any other accommodation used during testing will be considered a Modified Test and will therefore be invalid.

❖ Questions please contact:

- Tracy Gooley (Special Education Assessment Specialist)
- tracy.gooley@schools.utah.gov
- 801-538-7887

Test Administration Observations for Peer Review

- ❖ Part of Utah's Comprehensive Accountability System (UCAS) is that all assessments within Utah's Statewide Assessment system provide for the use of accommodations.
- ❖ USOE is required to monitor the administration of state assessments to ensure fidelity with assessment accommodations in a student's IEP or 504 Plan.

- ❖ Piloting Test Administration Observations.
 1. Accommodation review of IEP file or 504 Plan.
 2. Observation of Student taking the Assessment
 3. Interview with Student
 4. Interview with Special Education Teacher
 5. Interview with Test Administrator

USOE may ask your LEA to Participate

- ❖ Not required to participate
- ❖ Not be used in accountability or corrective action plan
- ❖ We are only looking for data for Peer Review

- ❖ If interested in participating please contact:
 - ❖ Tracy Gooley
 - tracy.gooley@schools.utah.gov
 - 801-538-7887

ACCESS 2.0

❖ CYDNEE CARTER



ACCESS 2.0 Timeline

Task	Start Date	End Date
Test Material Ordering	11/2/2015	12/4/2015
Pre-ID Files to DRC	12/1/2015	
LEAs Receive Test Material	1/4/2016	
Test Setup	1/4/2016	3/11/2016
Test Window	1/19/2016	3/11/2016
Additional Test Material Window	1/6/2016	3/4/2016
LEAs Ship Test Material to DRC	1/20/2016	3/25/2016
Pre-Reporting Validation Window	4/13/2016	4/19/2016
District Receive Reports – Printed and Online	5/17/2016	

ACCESS 2.0: Shipping Materials

- ❖ **After Test Window (1/20/16 – 3/25/16)**

- ❖ Follow directions in section 9 of [TAM](#) for returning test materials

ACCESS 2.0: Unsent Responses

❖ **After Test Window (1/20/16 – 3/18/16)**

- Verify all TSMs have been checked for unsent responses
- Refer to pages 153-155 in the Technology User Guide

ACCESS 2.0: Feedback

❖ ACCESS 2.0 Survey

❖ Survey was sent to LEAs this week

- [ACCESS for ELLs 2.0: LEA Survey](#)

❖ Contact Information:

❖ Cydnee Carter at cydnee.carter@schools.utah.gov

Peer Review 2015

❖ Whitney Phillips



Peer Review 2015

- SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS
- SECTION 2: ASSESSMENT SYSTEM OPERATIONS
- SECTION 3: TECHNICAL QUALITY – VALIDITY
- SECTION 4: TECHNICAL QUALITY - OTHER
- SECTION 5: INCLUSION OF ALL STUDENTS

Updates to the Data Gateway UGG Report

- ❖ Malia McIlvenna
- ❖ Whitney Phillips



ROGL with UGG Report

- ❖ Why this report was made available:
 - Verify student Reading (DIBELS) data
 - See which students will be included in the new UGG measure
 - Calculate participation rate
- ❖ What it shows: One row per student per LEA with ROGL determination, composite scores, Intervention, LEA FAY, and UGG/participation rate inclusion indicators
- ❖ Who will use it: Assessment Directors, others?
- ❖ When: Available year round in Data Gateway (with secure login)
 - Use throughout the year to review data, and at year-end to see who will be included in the UGG and participation rates
- ❖ Notes:
 - Download the PDF to see instructions for identifying the records that are included in each calculation (UGG and participation)
 - Download the CSV and follow the instructions in the PDF to identify the records that are included in each calculation

Overview of Updates

- ❖ ROGL Composite Score fields added
 - Begin-Year, Mid-Year, and End-Year Composite Scores
- ❖ Changes to the UGG calculation
 - Changes to 'Include In UGG' indicator field
 - Changes to calculation instructions in PDF
- ❖ Include in Participation field added
 - Instructions added in PDF
- ❖ UGG Calculations removed from PDF
 - The new UGG measure is based on the pathways to progress calculation by Dynamic Measurement Group (DMG), and is not available in UTREx for inclusion in this report.

LEAName	SSID	Name	Grade	IsOnePercent	FirstEnteredUS	FirstYearFL	EarliestEntryDate	LatestExitDate	LEAMembership	ReadingInterventionFlag	ROGLBeginningYear	ROGLMidYear	ROGLEndYear	BeginYear
Starship Academy		1 Kirk, James T.	3				8/23/3020		159 N	N	S	S		
Starship Academy		2 McCoy, Leonard	3	Y			8/23/3020		179 Y	AN	AN	AY		
Starship Academy		3 Montgomery, Scott	2				8/23/3020		179 Y	N	N	N		
Starship Academy		4 Grayson, Amanda	1				8/23/3020		179 Y	N	Y	Y		
Starship Academy		5 Crusher, Beverly	3				8/23/3020		179 Y	N	N	N		
Starship Academy		6 Rozhenko, Alexandre	3		7/15/3020	Y	8/23/3020		179 Y	E	E	E		
Starship Academy		7 Troi, Lwaxana	1				8/23/3020	12/19/3020	77 N	Y	S	S		
Starship Academy		12 Skywalker, Luke	2				8/23/3020		5					
Starship Academy		13 Solo, Han	3				8/23/3020		179 N	U	Y	Y		
Starship Academy		14 Yoda, Minch	3				8/23/3020		179 N	Y	Y	Y		
Starship Academy		15 Skywalker, Leia	1				8/23/3020		179 N	Y	Y	Y		
Starship Academy		16 Calrissian, Lando	2				8/23/3020		179 N	Y	Y	Y		
Starship Academy		17 Vader, Darth	3				1/5/3021		102 Y	S	N	Y		
Starship Academy		18 Kenobi, Ben	3				8/23/3020		179 Y	O	O	O		
Starship Academy		19 Amidala, Padme	3				8/23/3020		179 Y	Y	Y	U		

SSID
Name
Grade
Is One Percent
First Entered US Date
First Year EL
Earliest Entry Date in this LEA
Latest Exit Date from this LEA
LEA Membership
Reading Intervention
Begin-Year ROGL
Mid-Year ROGL
End-Year ROGL
Begin-Year Composite
Mid-Year Composite
End-Year Composite
Include In UGG
Include In Participation
LEA FAY
Enrollment Count*

Accessing the Report:

- ❖ From schools.utah.gov click on the [Data Gateway](#) link
- ❖ In Data Gateway click on [Login](#) and enter your credentials
 - (contact your LEA Data Gateway administrator for access)
- ❖ Click on 'My Tools'
- ❖ Select 'UTREx Assessment Reports'
 - Select your LEA
 - Select the report: 'Reading on Grade Level with UGG'

Utah STATE OFFICE OF Education

DATA GATEWAY My Tools UTREx

Accountability Reports

Find a School...

Assessment

Compare Schools

SAGE

Student Locator

Assessment

SAGE Scores by Teacher

Student Scores Lookup

UTREx Assessment Reports

Graduation

Adult Education OOSY Report

Graduation Rate Preview

Special Education

Assessment Comparison

UTREx Special Education Reports

Assessment Reports

New Student ELP Scores

Reading on Grade Level

Reading On Grade Level with PACE

Reading On Grade Level with UGG

SAGE Class List

Students Eligible for WIDA ACCESS

Utah Compose Class List

malia.mcilvenna@schools.utah.gov Logout

Advanced Search »

Additional Data Gateway

Data Gateway Training

Review of ROGL Designations

Code	Meaning
Y	Yes – Student was enrolled in grade 1, 2, or 3 and was designated as “At or Above Grade Level” during the testing session
N	No – Student was enrolled in grade 1, 2, or 3 and was designated as “Below or well below Grade Level” during the testing session
U	Untested – Student was enrolled in grade 1, 2, or 3 but was not given a designation because he/she was untested during the testing session
E	First year EL student – English Learner enrolled in US for first year (First Enroll in US date is on or later than April 15 of the previous SY and ELL status is ‘Y’ or ‘O’)
AY	Alternative/Yes – Student was designated as “making adequate progress toward goal” or “achieved goal” using an alternative reading assessment.*
AN	Alternative/No – Student was designated as “NOT making adequate progress toward goal” using an alternative reading assessment.*
S	'Somewhere Else'—Student was not enrolled in that LEA (or was in grade K or 4) during the testing session.
O	Parent Opt-Out—Student was opted out of K-3 reading testing as allowed by Utah Code 53A-15-1403(9)(a).
Blank	Not enrolled in grade 1, 2, or 3 (can be blank for grade 1, 2, or 3 if update is NOT year-end, but blanks for grade 1, 2, and 3 will trigger a fatal UTREx validation error after the last day of school)

**Student must have an IEP documenting the need for an alternative assessment*

More information about ROGL Designations can be found in the [UTREx Specifications](#) document on the USOE website

Data Auditing Considerations

❖ This report pulls from

Live UTREx Data!

❖ Reflects the latest data submitted to UTREx

- With a slight delay for reports to reset
- If a submission is in progress the report may be blank (up to 2 hours)

❖ FAY values are set when membership meets or exceeds 160 days

- FAY values may be considered final after the last day of school (pending successfully completed submission of data to UTREx)
- This is your audit window!
- You will have until the July 1 submission deadline (July 7) to fix any errors.

UGG: New Rules for Inclusion

❖ Denominator :

- Student is in 3rd grade; and
- LEA FAY (LEA membership \geq 160 days); and
- Not first year EL; and
- Not identified as in the 1% (the student has an IEP which calls for the use of UAA/DLM as an alternate assessment to SAGE); and
- Not parentally opted-out of DIBELS testing (in the LEA); and **NEW**
- Tested with DIBELS at beginning-of-year; and **NEW**
- Tested again with DIBELS at mid-year or year-end **NEW**

❖ Numerator:

- Student's 'Pathways to Progress' calculation shows typical or better growth **NEW**

Participation: Rules for Inclusion

❖ Denominator :

- Student is in 3rd grade; and
- LEA FAY (LEA membership \geq 160 days); and
- Not first year EL; and
- Not parentally opted-out of DIBELS testing (in the LEA) **NEW**

❖ Numerator:

- Tested with DIBELS or an alternative assessment at beginning-of-year; and **NEW**
- Tested again with DIBELS or an alternative assessment at mid-year or year-end **NEW**

Using the ROGL with UGG Report

❖ Continue reading for more information about the data included in the ROGL with UGG report and how to identify the records included in the UGG calculation and the participation calculation.

- Any and all questions, feedback, or concerns are welcome:
 - sara.wiebke@schools.utah.gov or 801-538-7935
 - malia.mcilvenna@schools.utah.gov or 801-538-7731

Overview of Columns

❖ *These fields identify the student and LEA*

- Lea Name
 - *A student will have a maximum of one row per LEA and/or grade level in which he/she had an enrollment,*
 - *A student can have multiple rows if enrolled in multiple grade levels in the LEA during the school year*
- SSID: Identify a student by his/her State Student ID
- Name: Identify a student by his/her name (last, first)
- Grade: the grade level the student was enrolled in
 - *If a student changed grade levels during the school year he/she will have one row for each grade level in which he/she was enrolled*

Overview of Columns Cont.

❖ *These fields identify students who may be excluded from the UGG calculation*

- Is One Percent: Indicator of whether the student is a Special Ed student who is eligible for UAA/DLM
 - Values: blank or Y
- First Entered US Date: Date, if any, that a student first enrolled in a school in the US
- First Year EL: indicator of whether the student is an EL student enrolled in the US for the first year
 - Values: blank or Y
- LEA Membership: This is a running tally of the total membership submitted for a student in the LEA (up until the last complete submission prior to the report being pulled)

Overview of Columns Cont.

❖ *These fields may help you identify students who may be included in the UGG and participation calculations*

- Earliest Entry Date in this LEA: date student enrolled in the school
 - *if student has more than one enrollment, it is the earliest entry date*
- Latest Exit Date from this LEA: date student exited the school
 - *if student has more than one enrollment, it is the latest exit date;*
 - *if student is still enrolled in the school it should be blank*
- Enrollment Count: The count of enrollments this student has within the LEA
 - *This field is provided to help identify students who may have left and returned to the LEA, and therefore will have lower total membership at year-end than a student with continuous enrollment*

Overview of Columns Cont.

❖ *These fields show the reading intervention and reading on grade level statuses submitted for the student*

- Reading Intervention:
 - Values: Y or N
- Begin Year ROGL: Beginning of year (fall) reading status
 - Values: Y, N, AY, AN, U, S, E, or O
 - Cannot be blank after last school day
- Mid Year ROGL: Mid-year reading status
 - Values: Y, N, AY, AN, U, S, E, or O
 - Cannot be blank after last school day
- End Year ROGL: Year-end (Spring) reading status
 - Values: Y, N, AY, AN, U, S, E, or O
 - Cannot be blank after last school day

Overview of Columns Cont.

❖ *These fields show the reading composite scores submitted for the student*

- Begin Year Composite: Beginning of year (fall) DIBELS composite
 - Values: 0 to 899
 - If Begin-Year ROGL is 'Y' or 'N', cannot be blank after last school day
- Mid Year Composite: Mid-year DIBELS composite
 - Values: 0 to 899
 - If Begin-Year ROGL is 'Y' or 'N', cannot be blank after last school day
- End Year Composite: Year-end (Spring) DIBELS composite
 - Values: 0 to 899
 - If Begin-Year ROGL is 'Y' or 'N', cannot be blank after last school day

Overview of Columns Cont.

- ❖ *These fields are designed to aid in identifying students included in the UGG and participation calculations for the LEA, and in auditing the data included in calculations*
 - LEA FAY: Indicator of whether the student was enrolled in the LEA for a full academic year. This field will be left blank unless the student has greater than 160 days of membership in the *LEA Membership* column
 - Values: Y or blank
 - Include In UGG: Indicator of whether the student meets criteria to be included in the UGG calculation
 - Values: N, Y
 - Include in Participation: Indicator of whether the student meets criteria to be included in the participation calculation
 - Values: N, Y

Identify Records included in UGG and Participation Calculations

❖ UGG Denominator:

- 'Include In UGG' = Y

❖ UGG Numerator:

- Not available – calculated by DMG

❖ Participation Denominator:

- 'Include In Participation' = Y

❖ Participation Numerator:

- Begin-Year ROGL is 'Y', 'N', 'AY', or 'AN'; and
- Mid-Year ROGL or End-Year ROGL is 'Y', 'N', 'AY', or 'AN'

UTREx Data Entry Reminder

❖ ROGL statuses (Y, N, U, etc.) are due in UTREx by:

Beginning-of-year	Mid-Year	End-of-Year
October 31	February 28	The earlier of: June 15 or last day of school

❖ All students in grades 1-3 who have more than 10 days of membership in the LEA must have a status for each test session

- Blank statuses will trigger a UTREx warning after the due date
- These warnings will become FATAL ERRORS after June 15 (or the last day of school, whichever is first for your school)

❖ If a ROGL status is 'Y' or 'N' for a test session the student must have a composite score entered for that test session

- Blank scores will trigger a UTREx warning after the due date
- These warnings will become FATAL ERRORS after June 15 (or the last day of school, whichever is first for your school)

❖ Please enter data ASAP so we can help identify potential issues

Thank You!
